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THE CREIGHTON UNIVERSITY  
HIGH SCHOOL

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FOR 1918-1919

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# High School Calendar

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## 1918

August	31	Saturday.	Examinations for Admission.
September	5	Thursday.	Registration. Classification.
September	6	Friday.	First Semester begins.
September	14	Saturday.	Solemn Mass of the Holy Ghost.
September	16	Monday.	Sodalities reorganize.
September	18	Wednesday.	Battalion reorganizes. The Creighton Literary Society organizes.
October	3	Thursday.	Conditioned Examinations.
November	5	Tuesday.	First Quarterly Examinations.
November	16	Saturday.	Assembly.
November	18	Monday.	Second Quarter begins.
November	28	Thursday.	Thanksgiving Day.
December	3	Tuesday.	Feast of St. Francis Xavier, President's Day.
December	7	Saturday.	Reception into the Sodality.
December	21	Saturday.	Christmas Recess begins.

## 1919

January	3	Friday.	Classes resumed.
January	24	Friday.	Mid-Year Examinations.
February	1	Saturday.	Assembly.
February	3	Monday.	Second Semester begins.
February	7	Friday.	Founders' Day.
February	22	Saturday.	Washington's Birthday.
February	27	Thursday.	Conditioned Examinations.
March	3	Monday.	Elocution Preliminaries begin.
April	2	Wednesday.	Third Quarterly Examinations begin.
April	12	Saturday.	Assembly.
April	14	Monday.	Annual Retreat begins.
April	17	Thursday.	Easter Recess begins.
April	23	Wednesday.	Classes resumed.
April	30	Wednesday.	High School Public Debate.
May	14	Wednesday.	Elocution Contest.
May	30	Friday.	Memorial Day.
June	9	Monday.	Final Examinations begin.
June	21	Saturday.	Assembly. Graduation Exercises.



# The High School of Creighton University

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## General Information

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### SYSTEM OF EDUCATION

The system of education in use in this High School is that employed in more than two hundred educational institutions now conducted by members of the Society of Jesus in nearly all parts of the civilized world. This system was drawn up in the first instance by a committee of Jesuit educators and published in 1599. It is that embodied in the publication known as the *Ratio Studiorum*. In essential features it has been followed for 300 years, but in details it has been modified to meet the varying needs of time and place.

The scope or purpose of the Jesuit system of education is not to be sought in the subjects taught nor in the order or succession in which the different branches are taught, but rather in the goal which is held in view in teaching the various branches. This goal is the harmonious development of the faculties of soul and body of the student. The emphasis is obviously given to the training and development of the faculties of the soul, that is, of the memory, imagination, intellect and will of the student. The aim therefore of this system is to impart what is now known as a liberal education. Hence the training given is not specialized or professional, but general, and is intended to lay the foundation for professional or specialized education. The purpose then of the method followed in Jesuit schools is to give the student an insight into the human nature which is common to himself and to his fellow human beings, to enable him to understand the problems of life,—intellectual, moral, social, political and religious.

In regard to his intellect, the purpose of Jesuit education is to open, to broaden, to correct and refine his mind, to give it power over its own faculties, to enable it to acquire the ability to express itself clearly and appropriately. In regard to his will the aim is to form the character of the student, to give him principles and an ideal which will rule the conduct of his life,—in a word, to make of the student a Christian gentleman.

As a means of training the mind the *Ratio Studiorum* emphasizes the study of language and especially of the languages of the ancient Roman Empire and of Greece. The so-called Classical Course has held the place of honor in Jesuit schools for more than 300 years. In spite of the attacks which have been made against this course of study the Society of Jesus considers it the best and most effective method to impart mental training. This conviction, however, does not prevent the offering of other systematic courses, such as the Scientific and Commercial Courses which have a more direct relation with the career of the student.

In its moral training the Jesuit system does not share the opinion of those who think that knowledge of itself has a morally elevating influence. While it places much stress on the correct training of the will and inculcates natural principles which should guide the student's conduct, it holds that religion alone can adequately enlighten the mind and strengthen the will. Hence thorough instruction in the principles of religion forms an essential part of the system. Hence, too, all Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make the annual retreat and to approach the Sacrament of Penance and to receive Holy Communion at least once a month.

## EQUIPMENT

THE MAIN BUILDING is a large structure of brick trimmed with lime stone, having a frontage of 236 feet and a depth of 124 feet. It contains four stories and the facade is surmounted by a tower 110 feet high. The central portion of this building was the original Creighton College, built in 1877, and at present contains the parlors, a large read-



ing room, the chemical and biological lecture rooms and laboratories, and several recitation rooms.

THE SOUTH WING was built in 1888 and extended in 1900. The library, faculty reading room, offices of President and Treasurer together with many private rooms are housed in this wing.

THE NORTH WING was added in 1900 and contains the offices, the department of Physics, and many recitation rooms.

THE GENERAL LIBRARY is located in the south wing of the main building and contains 25,000 volumes, besides Federal Government and State Publications.

THE UNIVERSITY CHAPEL, generally known as St. John's Church, is situated a few yards west of the main building, facing California street. It was erected in 1887; is English Gothic in architecture and built of Warrensburg sandstone.

THE AUDITORIUM is a separate building of red brick just west of the chapel. It has a seating capacity of seven hundred, and the stage is generously equipped with scenery and other appurtenances required for dramatic productions.

ST. JOHN'S HALL, located on the southwest corner of 25th and California streets, contains room for about ninety students. The discipline of the Hall is under the supervision of College authorities and conditions favorable for serious study are maintained.

BISHOP O'CONNOR HALL is a dormitory located at 25th and Cass streets. Archbishop J. J. Harty purchased the Clark property in 1917 and has had the grounds and building equipped to take care of sixty students. Very Rev. Julius Hettwer is in charge of this Hall and parents who entrust their sons to his care can be certain that studies and conduct will be carefully supervised.

Students of this department have access to the UNIVERSITY GYMNASIUM which offers splendid facilities for physical exercise and recreation. The building contains a spacious exercise room 170 by 90 feet, a running track, several hand-ball and squash courts, a swimming pool 75 by 30 feet, billiard room, bowling alleys, club rooms, locker and shower rooms. The equipment throughout is the best and a competent director is in charge.

THE DEPARTMENT OF PHYSICS occupies the entire front of the north wing on the third floor. There is every convenience for experimenting with sunlight and with arc and incandescent lamps, with direct and alternating currents, supplied by external circuits, with compressed and rarified air, gas, water and the like. Nearby are two laboratories generously equipped with instruments and conveniences for the students' work.

The cabinet of physical apparatus is exceptionally well stocked with instruments of all kinds. Besides the ordinary physical equipment there is a triple stereopticon with every attachment, prism and grating spectroscopes, a binocular microscope with ten objectives, an elaborate outfit and a large classified list of prepared objects, an electric gyroscope, a motor generator, a very large induction coil, and a display of Geissler tubes.

## SOCIETIES

### 1. THE SODALITY OF THE IMMACULATE CONCEPTION.

The Sodality is an organization of Catholic students who propose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor.

The purpose of the Sodality, however, is not limited to fostering the personal piety of the members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of social works. The result is to make them at once devout Christians and men of action such as the social needs of the present day demand.

At the weekly meeting the Little Office of the Blessed Virgin is recited, and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

### 2. THE APOSTLESHIP OF PRAYER—LEAGUE OF THE SACRED HEART.

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interest of Our



Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the College have failed to have their names enrolled as active members.

### 3. THE ST. JOHN BERCHMAN'S SANCTUARY SOCIETY.

The object of this society is to contribute to the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

### 4. THE CREIGHTON LITERARY SOCIETY.

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its foundation, which was to secure for the lower classes of the course the advantage which the Creighton Oratorical Association insures to the higher. The society meets once a week. A prize debate is held annually.

### 5. THE CREIGHTON UNIVERSITY ORCHESTRA AND BAND.

The C. U. Orchestra and Band were organized in 1906. These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

The orchestra is under the direction of a capable leader. The organization possesses a large musical library.

The members appear in formal and informal concerts during the year.

### 6. THE GLEE CLUBS.

There are two Glee Clubs, the College Glee Club, open to the less advanced in musical ability, and the University Glee Club. The object of both organizations is to further a taste for vocal music. Especial care is given to the instruction of the University Glee Club. This organization is under the charge of a member of the faculty and of a competent Director.

The University Glee Club appears in annual formal concert, besides enjoying the opportunity of a number of informal public appearances.

The College Glee Club dates from 1885; The University Glee Club from 1911.

### **ADMISSION**

1. All applicants for admission must give satisfactory evidence of good moral character.
2. Candidates who have successfully completed the eighth grade in a parochial or public school will be admitted without examination.
3. All other candidates for admission must pass a satisfactory examination in eighth grade subjects.

### **EXAMINATIONS**

Examinations are held in all classes at the end of each quarter. The semester examinations in January and June cover all the matter of the preceding half year.

Each branch is estimated on the basis of 100 per cent. A student's grade is based upon his class work and examination. The passing grade is 70 per cent; below 50 per cent is failure, and from 50 per cent to 69 per cent inclusive is a condition. One who fails in a semester examination must repeat the subject of his failure; one who is "conditioned" is allowed re-examinations. Conditions must be removed within a specified time or they automatically become failures. The grading assigned to a paper in a conditioned examination is never over 70 per cent.

### **HONORS AND PRIZES**

At the close of the session a gold medal is awarded in each class to the student who has made the highest average in the daily work and written examinations throughout the year provided a grade of 90 per cent has been maintained for the year's work. Those who make 90 per cent and upward in the collective branches of the class, merit the distinction of First Honors. An average between 85 per cent and 90 per cent entitles a student to Second Honors.

Four gold medals are awarded annually to the winners in the public elocution contests.

Owing to the generosity of Mrs. Ella Mulvihill, two cash prizes are available for High School students. These prizes have been founded in memory of her son, Mr. Steve Mulvihill, a former Creighton University High School student. \$25.00 is to be distributed in prize money for the annual High School Public Debate. Another \$25.00 will be awarded to the student of the Fourth Year who has the highest average for scholarship, provided that a grade of 90 per cent is maintained throughout the year.

## REPORTS

Reports containing a record of the class standing, the attendance and deportment are sent after each examination to parents or guardians. Special reports are made at other times when it is deemed advisable, or upon special request. The reports are mailed not later than November 25th, February 10th, May 5th and July 1st. The Director of Studies should be notified if the reports are not received in due time. The actual time devoted to home study should be indicated by the parents or guardians, who should return the report with their signature *within a week* to the Director of Studies.

## GENERAL REGULATIONS

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give notice of their intention to the Director of Studies. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be readmitted.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In the case of absence or tardiness a note of excuse from parents or guardians will be expected.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the school rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students, are grounds for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offense.

### **PARENTAL CO-OPERATION**

The efforts of the faculty will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested:

First: To insist upon daily study at home for two or three hours.

Second: To notify the Director of Studies at once in case their sons are withdrawn, absent or tardy; also if the quarterly report fails to reach them.

Third: To answer notifications sent by the Director of Studies in case of unexplained absence, or imperfect lessons during a considerable length of time.

### **DAILY ORDER**

The College is open every morning at 8 o'clock. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular classes commence.

Special arrangements will be necessary in each individual case to excuse late arrival. In the case of younger students the reasons are to be presented by parents or guardians.

### **MILITARY TRAINING**

Military Training was established in the High School and College in September, 1917. It was prescribed for all students unless specially exempted for weighty reasons. A commissioned officer of the Regular Army was at the head of this department. From two to four hours each week was assigned to instruction and to drill.



The War Department of the Government has sent out an instruction to institutions of collegiate grade outlining a plan for military instruction beginning with the next collegiate year, in September, 1918. This letter from the War Department contained the following pertinent paragraphs:

“Military instruction under officers and non-commissioned officers of the Army will be provided in every institution of college grade, which enrolls for the instruction 100 or more able-bodied students over the age of eighteen. The necessary military equipment will, so far as possible, be provided by the Government. There will be created a military training unit in each institution. Enlistment will be purely voluntary but all students over the age of eighteen will be encouraged to enlist. The enlistment will constitute the student a member of the Army of the United States, liable to active duty at the call of the President. It will, however, be the policy of the Government not to call the members of the training units to active duty until they have reached the age of twenty-one, unless urgent military necessity compels an earlier call. Students under eighteen and therefore not legally eligible for enlistment, will be encouraged to enroll in the training units. Provision will be made for co-ordinating the Reserve Officers’ Training Corps System, which exists in about one-third of the collegiate institutions, with this broader plan.

This new policy aims to accomplish a two-fold object: first, to develop as a great military asset the large body of young men in the colleges; and second, to prevent unnecessary and wasteful depletion of the colleges through indiscriminate volunteering, by offering to the students a definite and immediate military status.”

### RESIDENCE HALLS

St. John’s Hall is a dormitory intended for the accomodation of out-of-town students. It provides students with board and lodging at reasonable rates. The discipline of St. John’s Hall is under the direct control of a member of the faculty and conditions are maintained conducive to earnestness of application to school work. All out-of-town students attending the High School or College of Arts are required to stay either at St. John’s Hall, Bishop O’Connor Hall or to reside with near relatives. While the school authorities, in case the dormitory is

filled, will assist students from a distance to find suitable homes at reasonable rates for board and room, they will not consent to act as guardians, nor in any way hold themselves responsible for the conduct of these students, when not actually under College supervision.

Bishop O'Connor Hall is another residence hall, one block from Creighton College, maintained for the accommodation of students. This Hall, too, provides students with board and lodging at very reasonable rates. This Hall was founded by Archbishop J. J. Harty and is under the direct supervision of diocesan priests.

### EXPENSES OF RESIDENCE AND BOARD

A private room can be had in St. John's Hall for \$25.00, \$30.00 or \$35.00 per half year. The difference of price is based upon the location of the rooms. Payment should be made at the beginning of each term, i. e., in September and in February.

Board in St. John's Hall is \$100.00 per term, payable in advance. This price will be maintained unless the cost of living should increase notably. Residents in St. John's Hall who have finished the Freshman College year may board in the Hall or elsewhere as they prefer. All other residents will board in the Hall.

A deposit of five dollars is to be made at entrance as security against damage to the furnishings of the rooms. This deposit is returnable.

Board and lodging in the Bishop O'Connor Hall will be \$25.00 per month payable three months in advance. The expense of laundry is not included in the monthly charge of \$25.00.

Comparative statement of the expenses of a student residing in St. John's Hall for the academic year, September to June 20th:

	Low	Average	Liberal
Tuition . . . . .	\$000.00	\$000.00	\$000.00
Books, Stationery, etc. . . . .	6.00	9.00	12.00
Residence . . . . .	50.00	60.00	70.00
Board . . . . .	200.00	200.00	200.00
Laundry . . . . .	12.00	20.00	32.00
Students' Fee . . . . .	15.00	15.00	15.00
Total . . . . .	\$283.00	\$304.00	\$329.00



## FEES AND EXPENSES

Tuition is entirely free during the eight years of the High School and College course to those who are following the regular curriculum. Mid-Year Examinations, Final Examinations and Statements of Credit will not be given to students who are delinquent in the payment of bills due to the University.

A fee of \$15.00 is charged for student activities, educational and athletic. The payment of this fee entitles the student to membership in the gymnasium, to attend special lectures, athletic events, the Glee Club Concerts, Varsity Debates, Arts Play, to a year's subscription to the Creighton Chronicle and Creighton Courier. Every student is required to pay this fee. No refund is made after October 1st.

A charge of \$1.00 is made for each conditional examination when taken at the time appointed. A charge of \$2.00 is made for each conditioned examination when taken on any other than the assigned day. Payments for conditioned examinations must always be made before the examinations. Students' fee should be paid at entrance.

## Faculty

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### Officers

REV. FRANCIS X. McMENAMY, S. J.,  
President.

REV. THOMAS J. LIVINGSTONE, S. J.,  
Treasurer.

REV. WILLIAM P. WHELAN, S. J.,  
Secretary.

REV. THOMAS A. McNEIVE, S. J.

REV. THOMAS W. SMITH, S. J.

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### FACULTY

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#### Christian Doctrine

Rev. John M. Bankstahl, S. J.

Rev. Conrad Bilgery, S. J.

\*Rev. William J. Corboy, S. J.

Rev. Mark A. Cain, S. J.

Rev. Augustine M. Effinger, S. J.

Rev. Alfred Kaufmann, S. J.

Rev. Robert M. Kelley, S. J.

Rev. Louis Kellinger, S. J.

Rev. John A. Krance, S. J.

Rev. Joseph M. Kroeger, S. J.

Rev. William T. Nash, S. J.

Rev. Thomas W. Smith, S. J.

#### Debating

Bartholomew P. Costello, S. J.

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\*In Military Service.

### Elocution

Rev. Louis Kellinger, S. J.  
Bartholomew P. Costello, S. J.  
\*Gerald E. A. LaViolette, A. B.

### English

Rev. John M. Bankstahl, S. J.  
Rev. Louis Kellinger, S. J.  
Rev. Joseph M. Kroeger, S. J.  
Rev. William T. Nash, S. J.  
Rev. Thomas W. Smith, S. J.  
Alphonse J. Zamiara, S. J.  
\*Eugene M. Clennon, A. B.  
John F. Duehren, A. B.  
John E. Kenny, A. M.  
Elmer W. Reading, A. B.  
\*Leo M. Ryan, A. B.

### French

Rev. John B. DeShryver, S. J.  
John F. Duehren, A. B.

### German

Rev. Alfred Kaufmann, S. J.  
Rev. John A. Krance, S. J.  
Rev. Joseph A. Weis, S. J.

### General Science

Edward J. O'Leary, S. J.

### Greek

Rev. Joseph M. Kroeger, S. J.  
Bernard Damilano, S. J.  
F. Jerome Mahoney, S. J.  
John F. Duehren, A. B.  
James H. Macauley, A. B.

### History

Rev. Julius Hettwer.  
Rev. Alfred Kaufmann, S. J.  
Bartholomew P. Costello, S. J.  
John E. Gibney, A. B.

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\*In Military Service.

### Latin

Rev. John M. Bankstahl, S. J.  
Rev. John B. DeShryver, S. J.  
Rev. Louis Kellinger, S. J.  
Rev. Joseph M. Kroeger, S. J.  
Rev. William T. Nash, S. J.  
Bartholomew P. Costello, S. J.  
F. Jerome Mahoney, S. J.  
Alphonse J. Zamiara, S. J.  
John E. Kenny, A. M.  
James H. Macauley, A. B.  
Elmer W. Reading, A. B.

### Mathematics

Bartholomew Costello, S. J.  
F. Jerome Mahoney, S. J.  
Edward J. O'Leary, S. J.  
Alphonse J. Zamiara, S. J.  
John E. Gibney, A. B.  
James H. Macauley, A. B.

### Military Training

First Lieutenant Porter P. Wiggins,  
41st Infantry.

### Music

Theodore R. Reese.

### Physical Training

Thomas E. Mills, A. B.  
Warren H. Howard.

### Physics

Edward J. O'Leary, S. J.

### Physiology

Martin J. Phee, S. J.

### Spanish

Bernard Damilano, S. J.  
John E. Kenny, A. M.

## Courses of Instruction

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Two courses of study are provided, the Classical and the Scientific.

The Classical Course prepares for entrance to the Liberal Arts Course of any college. This course includes four years of Latin, three years of Greek, and the college entrance requirements in English, History, Mathematics, Science and Modern Language. It is the necessary preparation for the A. B. Course at Creighton College.

The Scientific Course emphasizes Mathematics, Science and Modern Languages, and prepares for entrance to the best scientific and engineering schools.

The program of studies for the First Year is practically the same for all courses. At the beginning of the Second Year a choice must be made of that particular course in which a student is to continue his studies. As is evident, this choice is to be made in accordance with the minimum preliminary educational requirements of each student's prospective career. The Director of Studies and teachers will give every possible assistance and direction in this matter. However, the Director of Studies will not allow any student to enter definitely upon a course, unless he first receives from the student's parents or guardian a written statement, approving the choice and relieving the School of all responsibility for any disappointment which may arise afterward if the student finds himself debarred from entering upon the career of his choice because of his inability to meet the preliminary educational requirements set down for such a career.

## CURRICULUM.

## I. Classical Course.

## First Semester

First Year	Second Year	Third Year	Fourth Year
English I . . . . . 5	English II . . . . . 5	English III . . . . . 5	English IV . . . . . 5
Latin I . . . . . 5	Latin II . . . . . 5	Latin III . . . . . 5	Latin IV . . . . . 5
Algebra I . . . . . 5	Greek I . . . . . 5	Greek II . . . . . 5	Greek III . . . . . 5
Greek History . . . . . 5	Geometry I . . . . . 5	History II . . . . . 5	Physics . . . . . 6

## Second Semester

English I . . . . . 5	English II . . . . . 5	English III . . . . . 5	English IV . . . . . 5
Latin I . . . . . 5	Latin II . . . . . 5	Latin III . . . . . 5	Latin IV . . . . . 5
Algebra I . . . . . 5	Greek I . . . . . 5	Greek II . . . . . 5	Greek III . . . . . 5
Roman History . . . . . 5	Geometry I . . . . . 5	History II . . . . . 5	Physics . . . . . 6



## II. Scientific Course.

## First Semester

First Year	Second Year	Third Year	Fourth Year
English I . . . . . 5	English II . . . . . 5	English III . . . . . 5	English IV . . . . . 5
Latin I . . . . . 5	German I } . . . . . 5	German II or } . . . . . 5	German III or } . . . . . 5
Algebra I . . . . . 5	French I } . . . . . 5	French II or } . . . . . 5	French III or } . . . . . 5
Greek History . . . . . 5	Geometry I . . . . . 5	Spanish I . . . . . 5	Spanish II . . . . . 6
	General Science . . . . . 5	Algebra II . . . . . 5	Physics . . . . . 6
		Physiology . . . . . 5	American History } . . . . . 5
			or
			Trigonometry

## Second Semester

English I . . . . . 5	English II . . . . . 5	English III . . . . . 5	English IV . . . . . 5
Latin I . . . . . 5	German I } . . . . . 5	German II or } . . . . . 5	German III or } . . . . . 5
Algebra I . . . . . 5	French I } . . . . . 5	French II or } . . . . . 5	French III or } . . . . . 5
Roman History . . . . . 5	Geometry I . . . . . 5	Spanish I . . . . . 5	Spanish II . . . . . 6
	General Science . . . . . 5	Geometry II . . . . . 5	Physics . . . . . 6
		Physiology . . . . . 5	Civics } . . . . . 5
			or
			Advanced Algebra

## Outline of Courses of Instruction

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NOTE—Each subject is taught through five periods a week of at least forty-five minutes each unless there is a statement showing a lesser number of periods. Double periods are assigned to laboratory work.

### CHRISTIAN DOCTRINE

RELIGION I—Two periods a week.

Faith: Its object, necessity and qualities. The Apostles' Creed.  
The Commandments of God.

Text-Book: Deharbe's Large Catechism.

RELIGION II—Two periods a week.

Precepts of the Church, Sin and Virtue. The Means of Grace.  
The Sacraments and Prayer.

Text-Book: Deharbe's Large Catechism.

RELIGION III—Two periods a week.

Coppen's Systematic Study of the Catholic Religion. Treatise  
IV from Grace to the end of the book.

RELIGION IV—Two periods a week.

Coppen's Systematic Study of the Catholic Religion. Treatise I,  
The Christian Revelation, to Treatise IV.

### DEBATING

This course is open to the students of the Third and Fourth Year. Its object is to develop ease and fluency in public speaking, and a practical acquaintance with the details of parliamentary practice. The habit of clear and logical thought on a given topic, proficiency in the *extempore* expression of one's thoughts, together with an apt and forceful delivery are aimed at throughout the course. The class meets two hours each week. A public debate is held each year.

## ELOCUTION

Once each week throughout the four years each class is drilled separately in vocal culture, articulation, gesture, declamation, character impersonation and readings in prose and verse. The students are required to speak before the class a definite number of times during each semester and representatives from various classes are chosen to speak before the whole School at the quarterly Assemblies. Each student in High School is required to speak before his class at the Elocution Preliminaries held each year to select those who are to appear in the public contests. A gold medal is awarded annually to the student in each year of the High School course who delivers the best declamation in the public contest.

## ENGLISH

In the English Course the general principles of rhetoric are studied, the various modes of composition are practiced to give facility in writing clearly and correctly, and enough literature is read to develop the beginnings of good taste and the first elements of literary culture. It is not the purpose of the High School to teach poetry, fiction, the art of short-story writing, the principles of oratory, the elaborate structure of the essay or the technique of the drama. To do so would be futile, as these subjects are ordinarily beyond the capacity of the high school student. The literature in these forms assigned to the high school is used only to illustrate the matter of the class, to furnish material for oral and written composition, and to enable the instructor to foster in the students a habit of right reading.

The literature assigned to the classes is divided into three sections: (a) *Texts for detailed study*. All of these should be studied in class and be well known, though it may not be necessary or even practicable, to read each work entirely during class. Required are: a knowledge of the subject matter and form of each work, with an explanation of the principal allusions; the literary qualities, so far as they illustrate the rhetorical principles of the year; a biographical outline of the authors and an account of their works. (b) *Supplementary reading*. These texts must be read by all, and should be

known as the preceding, but without the same detailed accuracy. (c) *Class reading for book reports*. Each student is obliged to make one book report each month.

### English I

The work of this year is intended to serve as an introduction to rhetoric, as distinguished from grammar, and a knowledge of the principles as may help the student in correct, coherent, yet simple expression both oral and written. The composition work is abundant, especially in letter writing.

In literature the purpose will be to arouse and develop an interest in reading, and to teach the elements of discrimination of worthless books from those worth while.

No student will be allowed to pass beyond the First Year who cannot: (a) spell correctly 85 per cent of ordinary non-technical words such as are found in any chapter of Irving, Lamb or Stevenson; (b) observe the ordinary conventions of capitalization, punctuation and letter-writing; (c) from ordinary sentences and join them coherently.

**RHETORIC.** A review of English grammar; the elements of rhetoric; diction, sentence structure, paragraphing, figures; letter-writing. Brooks' *English Composition, Book I*; Donnelly's *Imitation and Analysis*.

**COMPOSITION.** Daily exercises in the analysis and structure of sentences and paragraphs. Weekly themes in simple narration and description. Frequent writing of telegrams and of social and business notes and letters.

**LITERATURE.** (a) Texts for detailed study: Dickens, *Christmas Stories*; Longfellow, *Selected Poems*; Irving, *Sketch Book*; Hawthorne, *Twice-Told Tales*. (b) Supplementary reading; Cooper, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*. (c) Reading for book reports: *Group I*\*.

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\*See Page 25.

## English II

In this class a beginning is made in the modes of composition. The repetition of punctuation, diction, the rhetorical sentence and sentence variation and figures is continued throughout the year in conjunction with the regular work. The paragraph is more fully explained and repeated in the narrative paragraph during the first semester, and in the descriptive and narrative paragraph during the second semester. The student at the end of the Second Year is expected to be certain of the coherence of his sentences and of their proper transition. He should, moreover, be able to group his sentences about a common topic in the paragraph. The chief guide to his higher gradation will be his ability to paragraph in his compositions and to understand and interpret simple literary selections.

**RHETORIC.** In the first semester the regular subject is narration in its elements; in the second semester, description in its elements. During the last quarter, exposition (explanation) is begun in connection with description.

**COMPOSITION.** Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester. Weekly themes in narration, description and exposition, frequently in the form of letters.

**LITERATURE.** (a) Texts for detailed study; Scott, *Ivanhoe*; Whittier, *Snowbound*, and other poems; *Sir Roger de Coverly Papers*; Washington, *Farewell Address*; Webster, *Bunker Hill Oration*; (b) Supplementary reading: Cooper, *The Spy*; Scott, *The Talisman*; Longfellow, *Tales of a Wayside Inn*. (c) Reading for book reports: Group II\*.

## English III

The rhetorical principles are restricted to the simple essay, (narrative, biographical, personal, etc.), to the simple story, and to the simple forms of argumentation, without a treatment of the

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\*See Page 26.



essay, short story or oration as art forms. In the treatment of argumentation, emphasis is laid on the proposition, its correct statement and proper study, and on the usual sources of arguments.

RHETORIC. Exposition (continued); outlining, planning, summarizing; the chria and forms of the simple essay. Narration, (continued); plot, character, delineation; the elements and kinds of the short story. Argumentation; debating. Text-book: Brooks' *English Composition, Book II*.

COMPOSITION. Frequent exercises in paragraph writing, and in making analysis, outline, synopses. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, chrias and essays of a simple kind. Once each semester a paper of at least 1000 words will be required, either a short story, or a biographical, critical or scientific essay. In the second semester at least one simple speech or debate will be required.

LITERATURE. In the literary study frequent reference, by comparison or otherwise, is made to the texts and readings of the preceding years. The reason for this is chiefly that the students may be able to recall the literature of the course in view of the final College Entrance Examinations. (a) Texts for detailed study: Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems; Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*. (b) Supplementary reading: De Quincey, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Caesar*. (c) Reading for book reports: *Group III*\*.

#### English IV.

In this year special attention is given to the reviewing of the literature of the high school course and to the acquirement of as much literary erudition as is possible. Each student should be familiar with the requirements of the Uniform College Entrance Board and with the present entrance requirements and examinations of standard colleges.

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\*See Page 26.



RHETORIC. Review of the four modes of composition; the didactic essay, its qualities and kinds; the speech, its component parts, the speech for occasion. Prosody and versification; the common verse forms; a brief study of the nature of poetry and its forms.

Text-books: Brooks' *English Composition, Book II*; Coppen's *Introduction to English Rhetoric*; Parsons' *Art of Versification*.

COMPOSITION. Frequent exercises in the paragraph, especially the editorial. In the second half-year daily exercises in verse analysis and composition. Weekly themes in the various forms, especially in letter-writing and the critical essay. In the second half-year additional credit will be given for metrical composition. Once each half-year a paper of a least 2000 words will be required, either a speech or a short story, or an essay indicative of the student's ability to gather and manage material without special aid.

LITERATURE. History of English Literature: From the beginning of English literature to the present. Text-book: Moody, Lovett and Boynton, *A First View of English and American Literature*. (a) Texts for detailed study: Garaghan, *Prose Types in Newman*; Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*. (b) Supplementary reading: Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*. (c) Reading for book reports: *Group IV\**.

## READING FOR BOOK REPORTS

1916-1917

### Group I

Aldrich, *The Stillwater Tragedy*; Bennett, *Master Skylark* or *Barnaby Lee*; Bouve, *American Heroes and Heroines*; Brown, *Rab and His Friends*; Cooper, *Deerslayer*; Drane, *Uriel*; Egan, *Little People of the Dust*; Farrar, *Eric*; Finn, *Tom Playfair*; Garrold, *The Black Brotherhood*; Greene, *Pickett's Gap*

\*See Page 27.

or *Handicapped* or *Lincoln's Conscript*; Haaren and Poland, *Famous Men of the Middle Ages*; Hawthorne, *Tanglewood Tales* or *Mosses From an Old Manse*; Kane, *For Greater Things*; Kipling, *Jungle Book*; Lamb, *Tales from Shakespeare*; Leahy, *Hiawatha's Black Robe*; Loyola, *Child of God*; Miles, *Truce of God*; O'Reilly, A. J., *Martyrs of the Coliseum*; O'Reilly, J. B., *Moondyne Joe*; Parr, *The Little Cardinal*; Pyle, *Men of Iron* or *Merry Adventures of Robin Hood* or *Within the Capes*, (for comparison with *The Gold Bug*); Sienkiewicz, *Through the Desert*; Spalding, *The Cave by the Beech Fork*; Stoddard, *The Wonder Worker of Padua*; Wiseman, *Fabiola*.

## Group II

"Ayscough," *Faustula*; Boudreaux, *God Our Father*; Bullen, *Cruise of the Cachalot*; Church, *Lucius*; Copus, *As Gold in the Furnace*; Creasy, *Fifteen Decisive Battles of the World*; Dickens, *Tale of Two Cities*; Drake, *The Culprit Fay*; Drane, *History of the Knights of St. John*; Earls, *Melchior of Boston*; Egan, *Disappearance of John Longworthy*; Goldie, *Life of St. Aloysius*; Hearn, *Chita*; Irving, *Astoria* or *Captain Bonneville's Adventures*; Jackson, *Ramona*; Kelly, *Some Great Catholics of Church and State*; Knight, *Life of Alfred the Great*; Longfellow, *Evangeline* or *Miles Standish*; Loyola, *Soldiers of Christ*; Lummis, *Spanish Pioneers*; Macaulay, *Lays of Ancient Rome*; Meschler, *Life of St. Aloysius*; Mulholland, *The Wild Birds of Killeevy*; Porter, *Scottish Chiefs*; Scott, *Guy Mannering*; Smith, F. H., *A Day at Laguerre's* or *Colonel Carter of Cartersville* or *Tom Grogan*; Wallace, *Ben Hur*.

## Group III

Arnold, *Sohrab and Rustum*; Blackmore, *Lorna Doone*; Boudreaux, *The Happiness of Heaven*; Burroughs, *Winter Sunshine*; Carryl, *The Lieutenant Governor*; Coleridge, *The Ancient Mariner*; Collins, *The Moonstone*; Copus, *Andros of Ephesus*;

Crawford, *Dr. Claudius*; Desmond, *Some Mooted Questions of History*; Devine, *Training of Silas*; Dickens, *Oliver Twist* or *Black House*; Dixon, *The Southerner*; Faber, *Spiritual Conference* or *All for Jesus*; Goldsmith, *The Deserted Village*; Hale, *The Man Without a Country*; Harland, *The Cardinal's Snuff-Box* or *My Lady Paramount*; Hawthorne, *The House of the Seven Gables*; Headley, *Napoleon and His Marshals*; Herbert, *Garcia Moreno*; Horgan, *Great Catholic Laymen*; Keon, *Dion and the Sibyls*; Lucas, *In the Morning of Life*; McCarthy, *History of Our Own Times*; Miles, *Christine*; Palgrave, *Golden Treasury, Book III*; Scott, *Lady of the Lake*; Sheehan, *My New Curate*; Sienkiewicz, *The Deluge* or *Pan Michael* or *With Fire and Sword* or *The Knights of the Cross*; Smith, J. T., *The Black Cardinal*; Smith, F. H., *Felix O'Day* or *Forty Minutes Late*; Steevens, *With Kitchener to Khartoum*; Stevenson, *The Black Arrow* or *The Master of Ballantrae* or *Fr. Damien*.

#### Group IV

Arnold, *On Translating Homer*; Bacon, *Essays*, selected; Carlyle, *Boswell's Life of Johnson* or *Essay on Burns*; Churchill, *Richard Carvel* or *The Crisis* or *The Crossing* or *Mr. Crewe's Career* or *Coniston*; Dixon, *Comrades*; Faber, *Bethlehem*; Feeney, *How To Get On*; Ford, *The Honorable Peter Stirling*; Grant, *Personal Memoirs*; Howells, *The Rise of Silas Lapham*; Johnston, *Lewis Rand*; Luby, *The Vandal*; Lucas, *At the Parting of the Ways*; Lytton, *What'll He Do With It?* or *The Last of the Barons*; Macaulay, *Essay on Warren Hastings* or *Essay on Addison* or *Essay on Goldsmith*; Maher, *The Shepherd of the North*; Mitchell, *Hugh Wynne*; Moore, *Melodies*; Newman, *Callista*; O'Meara, *Life of Frederic Ozanam*; O'Reilly, *True Men as We Need Them*; Palgrave, *Golden Treasury, Book IV*; Parsons, *Some Lies and Errors in History*; Reade, *Hard Cash*; Sheehan, *Glenanaar*; Sherman, *Memoirs*; Smith, F. H., *The Fortunes of Oliver Horn* or *Peter*; Stevenson, *Dr. Jekyll and Mr. Hyde*; Tennyson, *Selections*; Vaughn, *From Earth to Heaven*; Webster, *Adams and Jefferson*.

## FRENCH

### French I (Elementary)

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence structure, elements of syntax; writing French from dictation; memorizing short poems. Chardenal's *French Course*; Mariet, *La Tache du Petit Pierce*; Ventura, *Peppino*.

### French II (Elementary)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation; conversation. Chardenal's *French Course*. Malot, *Sans Famille*; De Maistre, *Les Prisonniers du Caucase*; Lamartine, *Jeanne d' Arc*. De Maistre's *La Jeune Siberienne*.

### French III (Intermediate)

Constant practice in giving French paraphrases, abstracts and reproductions from memory of selected portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halevy, *L' Abbe Constantin*; Daudet, *Le Petit Chose* and *La Belle-Nivernaise*; About, *Le Roi des Montagnes*; Racine, *Athalie*.

## GENERAL SCIENCE

A course of lectures, recitations and demonstrations to give in a way adapted to the minds of first and second year high school students the fundamental ideas of the particular branches of science to be taught later in the course.

By means of this branch a student is made acquainted with the underlying principles of Physical Geography, Physiology, Biology, Physics and Chemistry.

Text: Hessler's *The First year of Science*.



## GERMAN

### German I (Elementary)

Bacon's German Grammar. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

### German II (Elementary)

Bacon's German Grammar. The reading of easy stories and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages; continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.

Readings: Carruth's *German Reader*; Grimm's *Hans im Glueck*; Zsokke's *Der zerbrochene Krug*; Schiller's *Der Handschuh*; Uhland's *Das Schloss am Meere*; Goethe's *Wanderer's Nachtlid*; Andersen's *Maerchen* and *Bilderbuch ohne Bilder*; Baumbach's *Der Schwiegersohn*; Storm's *Immensee*.

### German III (Intermediate)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing

connected German passages from dictation, grammatical drill in the less usual strong verbs; the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive.)

Readings: Goethe's *Hermann und Dorothea* and *Iphigenie*; Scheffel's *Der Trompeter von Saeckingen*; Uhland's *Poems*; Wildenbruch's *Das edle Blut*.

## GREEK

### Greek 1

Constant drill in the inflectional forms, the use of the accents in reading and writing Greek, and the elementary principles of Greek syntax. Daily exercises, oral and written, are assigned throughout the year in order to enable the student to master once and for all the essentials of etymology and to acquire a working vocabulary preparatory to the reading of Xenophon. White's *First Greek Book*.

### Greek II

FIRST SEMESTER: Review of the more difficult and unusual inflections; verbs in *mi*, irregular verbs and the syntax of independent sentences. Xenophon's *Anabasis*, *Book I*. Gleason's *Greek Prose Composition*, Exercises 1 to 27.

SECOND SEMESTER: Moods in dependent sentences. *Anabasis*, *Book II*. Gleason's *Greek Prose Composition*, Exercises 28 to 50.

### Greek III

FIRST SEMESTER: Syntax completed; *Anabasis*, Books III and IV; translation into Greek of simple continuous prose based on *Xenophon*; Pearson's *Greek Prose Composition*.

SECOND SEMESTER: Homeric forms, constructions and idioms, prosody; syntax of the verb reviewed; Homer's *Iliad*, Books I and II; Pearson's *Greek Prose Composition*, Numbers 274-280; 403-415 included.



## HISTORY

### History I (Ancient)

FIRST SEMESTER: Oriental and Greek History; mankind before the Deluge; the Oriental nations, (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its prehistoric civilization; historical period of their greatness (Athens and Sparta, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

SECOND SEMESTER: Roman History: The Romans, their land and its peoples; Legendary history; the Republican Constitution; struggle between the Patricians and Plebeians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal States; establishment of the Holy Roman Empire; Rise of Mohammedanism. Text: Betten's *Ancient World*.

### History II (Medieval and Modern)

FIRST SEMESTER: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; German and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; medieval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; medieval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth.

SECOND SEMESTER: The Thirty Years' War; the reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; The March of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal States; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; general state of Europe, 1913.

### History III (American)

This course embraces one semester's work in American political, social and institutional history with special reference to the period since 1760. Text: Montgomery's *Students' American History*, supplemented by required collateral reading. First semester.

### Civics

This course proceeds from a study of local government and institutions to those of the country, state and nation. The textbook is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in debating society of questions of civic interest. Text: Garner's *Government in the United States*. Second semester.

## LATIN

### Latin I

Inflection of nouns, pronouns, adjectives and verbs, and the principal case and mode uses of syntax are carefully studied. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. A working vocabulary of at least 600 words, selected for the most part with reference to the student's future reading, must be acquired during this year. Bennett's *First Year Latin* is the textbook used. In the first semester about thirty-five lessons are taken, and in the second semester the book is completed.

## Latin II

FIRST SEMESTER: Review of inflectional forms, irregular verbs, syntax; Caesar's *Gallic War* I-III (two Books); sight reading. Bennett's *New Latin Composition*, Part I, Exercises 11 to 15. Bennett's Grammar, syntax involved in the Exercises in composition. SECOND SEMESTER: Caesar, Books IV and V; sight reading, Bennett's *Composition*, Exercises 15 to 27, and corresponding syntax.

## Latin III

FIRST SEMESTER: Cicero's *Orations against Cataline*, I and III; selected passages memorized; sight reading. Composition, Bennett, Part II, Exercises 16 to 30; syntax involved in the Exercises.

SECOND SEMESTER: Cicero's *On Old Age* and selected *Letters*; Sallust's *Cataline*; selected passages memorized; sight reading. Composition, Bennett, Part II, Exercises 16 to 30, and corresponding syntax.

## Latin IV

FIRST SEMESTER: Cicero, *Pro Archia* and *Pro Lege Manilia*; *Oration against Cataline IV* for rapid reading; memorization of assigned passages. Composition, Bennett, Part III; topics of syntax involved in the Exercises.

SECOND SEMESTER: Vergil, *Aeneid*, Books I and II; prosody, scansion; sight reading. Composition, Bennett, Part III, completed, and Supplementary Exercises in continued discourse.

## MATHEMATICS

### Algebra I (Elementary)

FIRST SEMESTER: Symbols, positive and negative numbers, fundamental definitions, equation problems, special products, factors, factoring applied to equations, highest common factor, lowest common multiple.

SECOND SEMESTER: Fractions, simple and complex problems involving fractions, graphs, simultaneous linear equations, square root,

cube root, quadratic surds, quadratic equations, ratio, proportions, general powers and roots, miscellaneous exercises. First Course in Algebra, Hawkes, Luby and Touton.

### **Algebra II (Intermediate)**

Review of positive and negative quantities, fundamental operations, special products and factoring, fractions, simple equations, the remainder theorem, graphical representations, simultaneous linear equations, square root, cube root, binomial theorem, exponents, quadratic surds, quadratic equations including theory, graphs and problems, radicals, simultaneous quadratic equations including graphs and problems, ratio, proportion, variation, arithmetical and geometrical series. Second Course in Algebra, Hawkes, Luby and Touton.

### **Geometry I (Plane)**

FIRST SEMESTER: Rectilinear figures, triangles, quadrilaterals, polygons, loci, theorems, original theorems, construction, similar triangles, concurrent lines of a triangle, theorems of inequality. Text: Wentworth-Smith's Books I and II.

SECOND SEMESTER: Circles, metrical relations, constructions, numerical computation, mensuration of polygons, comparison of areas, constructions, regular polygons, circles, inscription and circumscription, measurements of the circle. Text: Wentworth-Smith's Books III, IV and V.

### **Geometry II (Solid)**

The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids. Text: Wentworth-Smith.

### **Trigonometry—Plane**

Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution

of right and oblique plane triangles, with practical applications.  
Text: Wentworth. One semester.

## PHYSICS

This course consists of lecture-demonstration, recitation and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work which is intended to familiarize the student with standard apparatus and to train him in the methods of making and recording simpler physical measurements. FIRST SEMESTER: The mechanics of solids, liquids and gases, and heat. SECOND SEMESTER: Sound, light and electricity.

Text: Millikan and Gale's *First Course in Physics* (revised edition). Laboratory manual: Millikan and Gale.

## PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary circulation, etc.

Lectures and recitations, four periods a week; laboratory work, two periods a week.

Text: Hough and Sedgwick's *Elements of Physiology*.

## SPANISH

### Spanish I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber*, *tener*, *ser*, *estar*, etc., and their idiomatic uses; reflexive verbs; fundamental rules of syntax; drill in pronunciation.



Oral and written translation: frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

De Vitis' *Spanish Grammar*; Wilkins-Lauria, *Lecturas Faciles*.

## **Spanish II**

Irregular verbs; syntax completed; daily composition, oral and written. Reading: Hills-Reinhardt's *Spanish Short Stories*; Alarcon's *Novelas Cortas Escogidas* and *El Capitan Veneno*; Harison's *Spanish Commercial Reader*.

## DIPLOMAS OF GRADUATION

Were conferred upon:

### I. CLASSICAL DIPLOMAS—

Jerry J. Burns	George W. Marsh
George F. Hennegan	John V. Reilly
William F. McCarthy	Frederick W. Schrimpf

### II. NON-CLASSICAL DIPLOMAS—

Arthur C. Antony	Leo J. Homan
Chris L. Bull	Edward F. Mehrens
Joseph G. Berney	Roland T. Rohwer
James W. Carpenter	Fred E. Sass
Burton J. Fraser	Henry A. Sass
Emil G. Graff	Eugene M. Slattery
Cornelius P. Heafey.	Joseph F. Yechout

## AWARD OF PRIZES AND HONORS

Gold Medals for the highest average maintained throughout the year in the collective branches of their respective classes were awarded to:

IV High	Class Honors.....	George F. Hennegan
III High	B Class Honors.....	Frank J. Kastl
II High	A Class Honors.....	Frederick A. Wachtler
II High	B Class Honors.....	Clarence R. Roach
I High	A Class Honors.....	James D. Paul
I High	B Class Honors.....	Clarence R. McAuliffe
I High	C Class Honors.....	Leonard D. Deiter

Debating Medal	.....	Edward F. Mehrens
Elocution, Fourth Year Class	.....	Herbert A. Sohm
Elocution, Third Year Classes	.....	Lee R. Aitchison
Elocution, Second Year Classes	.....	Oda F. Sulley

# High School Register

Abboud, Charles A.....	Third Year	Omaha
Aitchison, Lee R.....	Third Year	Omaha
Antony, Arthur C.....	Fourth Year	Omaha
Austin, Wilbur G.....	Second Year	Omaha
Ball, Joseph A.....	Second Year	Stuart, Iowa
Barnettler, Richard O.....	Second Year	Omaha
Beacom, John D.....	First Year	Omaha
Beck, Raymond W.....	Second Year	Omaha
Be Dell, Austin E.....	Second Year	North Platte
Bendekovic, Michael J.....	First Year	Omaha
Berigan, Vincent R.....	Second Year	Omaha
Berney, Joseph G.....	Fourth Year	Omaha
Berney, Paul W.....	Third Year	Omaha
Blum, Aloysius A.....	Second Year	Earling, Iowa
Bonnemier, Leo J.....	Third Year	Omaha
Booth, Ivan E.....	Second Year	Council Bluffs, Iowa
Brainard, Hugh F.....	Fourth Year	Omaha
Bruggenkamp, Anton.....	Second Year	Blackfoot, Idaho
Buckley, James A.....	Second Year	Omaha
Bugee, Harold J.....	Second Year	Omaha
Buggy, Joseph F.....	Second Year	Omaha
Bull, Chris L.....	Fourth Year	Millard
*Burkhard, Francis J.....	Special	Omaha
Burkley, Robert W.....	Third Year	Omaha
Burns, Edward J.....	First Year	Lewistown, Montana
Burns, Jerry J.....	Fourth Year	Council Bluffs, Iowa
Burns, Lee R.....	First Year	Lewistown, Montana
Caniglia, Salvatore L.....	Second Year	Omaha
Carey, Byron P.....	Fourth Year	Neola, Iowa
Carpenter, James W.....	Fourth Year	Cherokee, Iowa
Chapuran, Joseph G.....	First Year	Omaha
Clinton, Edward W.....	First Year	Omaha
Coad, Jack F.....	Second Year	Omaha
Connolly, Leo J.....	Second Year	Council Bluffs, Iowa
Costello, Charles S.....	Special	Davenport, Iowa
Costello, Frank J.....	First Year	Omaha
Coyle, John P.....	Fourth Year	Omaha
†Coyne, William H.....	Second Year	Madison, Wisconsin
Craven, Francis L.....	Fourth Year	Omaha
Crofoot, Lodowick F.....	Second Year	Omaha
Croft, Elmer E.....	First Year	Omaha
Cvetas, Joseph M.....	First Year	Omaha
Culkin, Lewis B.....	First Year	Omaha

†Died February 4, 1918.

\*In Military Service.

Daemon, Aleander A.....	First Year .....	Omaha
Daley, Gerald F.....	Third Year .....	Omaha
Daley, Lyle J.....	First Year .....	Omaha
Dalton, James L.....	Third Year .....	Omaha
Danahy, Clarence .....	Second Year .....	Omaha
Dauk, George .....	First Year ....	Madison Lake, Minnesota
Davis, Harold T.....	Second Year .....	Scotts Bluff
De Voe, Harry A.....	First Year .....	Omaha
De Witt, Walter E.....	First Year .....	Green Bay, Wisconsin
Dee, John F.....	First Year .....	Omaha
Degen, S. William.....	First Year .....	Omaha
Dempsey, Thomas B.....	Third Year .....	Omaha
Dergan, Charles M.....	First Year .....	Omaha
Dieter, Leonard D.....	First Year .....	Cedar Rapids
Dineen, William D.....	Second Year .....	Omaha
Dolan, Edward T.....	Second Year.....	Clinton, Iowa
Dolan, Emmett C.....	Fourth Year .....	Clinton, Iowa
Donnelly, Peter F.....	Third Year .....	Council Bluffs, Iowa
Doran, Miles F.....	First Year .....	Omaha
Dorsey, Harold J.....	Fourth Year .....	Omaha
Doyle, Everett W.....	Third Year .....	Omaha
Dugan, William J.....	Third Year .....	Omaha
Dugdale, Edward L.....	First Year .....	Omaha
Dunn, James M.....	Second Year .....	Omaha
Eaton, Wilbur S.....	First Year .....	Omaha
Ederer, Joseph B.....	First Year .....	Omaha
Edwards, C. Vernon.....	Second Year .....	Council Bluffs, Iowa
Edwards, Gerald A.....	Third Year .....	Omaha
Egan, Joseph T.....	Fourth Year .....	Omaha
Egan, William J.....	Second Year .....	Omaha
Elkin, Joseph J.....	Second Year .....	Omaha
Elkin, Leonard C.....	Third Year .....	Omaha
Endries, Francis .....	Fourth Year.....	DeWitt, Iowa
Ernst, August W.....	Fourth Year .....	Warren, Illinois
Fenton, James J.....	Third Year .....	Omaha
Ferguson, William F.....	Third Year .....	Omaha
Ferris, Jay A.....	Third Year .....	Omaha
Fields, James E.....	Third Year .....	Paton, Iowa
Finney, Clement J.....	First Year .....	Omaha
Finocchiaro, Vincenzo .....	Second Year .....	Omaha
Fitzgerald, Edward J.....	First Year .....	Omaha
Fitzgerald, Francis E.....	Second Year .....	Omaha
Fitzgerald, James L.....	First Year .....	Omaha
Fitzpatrick, Timothy.....	Special .....	Danbury, Iowa
Flanagan, John J.....	Second Year .....	Omaha
Flanagan, William B.....	First Year .....	Omaha
Flynn, John T.....	Third Year .....	Omaha
Flynn, William J.....	Second Year .....	Omaha
Fogarty, Charles J.....	Third Year .....	Omaha
Fogarty, Joseph D.....	First Year .....	Omaha
Ford, Harry H.....	Fourth Year ....	Estelline, South Dakota
Frank, Alexander D.....	Fourth Year .....	Omaha

Franklin, William J.....	First Year .....	Jackson
Fraser, Burton J.....	Fourth Year .....	Walnut, Iowa
Fruin, Alfred H.....	First Year .....	Meadville, Missouri
Furlong, William F.....	First Year .....	Omaha
Furois, Prudent C.....	Second Year ....	St. Onge, South Dakota
Gant, Glen H.....	First Year .....	Omaha
Gardiner, Michael J.....	Third Year .....	Omaha
Garvey, James J.....	Second Year .....	Boone, Iowa
Geary, Joseph F.....	First Year .....	Cedar Rapids
Gepson, Peter J.....	First Year .....	Omaha
Gleason, Michael.....	Third Year .....	Omaha
Glica, Henry S.....	First Year .....	Omaha
Goodall, Arthur L.....	Second Year .....	Omaha
Graff, Emil G.....	Fourth Year .....	Omaha
Greeley, William J.....	Third Year .....	Omaha
Griffin, James E.....	Fourth Year .....	Carroll, Iowa
Gruber, Paul J.....	Second Year .....	Council Bluffs, Iowa
*Guggenmos, Benjamin A....	Fourth Year .....	Omaha
Hamilton, William E.....	Third Year .....	Marne, Iowa
Hanley, Leo P.....	First Year .....	Omaha
Hannon, Matthias E.....	Fourth Year .....	Omaha
Hanson, Walter K.....	First Year .....	Havelock
Hautzinger, Julius L.....	First Year .....	Omaha
Heafey, Cornelius P.....	Fourth Year .....	Omaha
Heffernan, J. Francis.....	Fourth Year ....	Milbank, South Dakota
Hennegan, George F.....	Fourth Year .....	Omaha
Herman, Joseph F.....	First Year .....	Omaha
Hildinger, Albert L.....	First Year .....	Omaha
Hirtes, Philip J.....	First Year .....	Omaha
Holbrook, George .....	Second Year .....	Omaha
Homan, Leo J.....	Fourth Year ..	Sioux Falls, South Dakota
Hopkins, Richard J.....	Second Year .....	Omaha
Householter, Walter E.....	Fourth Year .....	Kress, Texas
Hughes, Clement T.....	First Year .....	Omaha
Hughes, Raymond .....	Fourth Year .....	Omaha
Hughes, Roland B.....	First Year .....	Omaha
Hunter, W. Kent.....	Third Year .....	Omaha
Jacobberger, Bernard H....	First Year .....	Omaha
Kastl, Frank James.....	Second Year .....	Omaha
Kastl, Frank Joseph.....	Third Year .....	Omaha
Kaup, Herman J.....	Third Year .....	West Point
Kelly, Cecil J.....	First Year .....	Omaha
*Kelly, Lawrence F.....	Third Year .....	Omaha
Kelly, Philip D.....	Fourth Year .....	Council Bluffs, Iowa
Kemmy, Joseph F.....	First Year .....	Omaha
Kemp, Felix .....	Second Year .....	Omaha
Kemp, Paul .....	Second Year .....	Omaha
Kennebeck, Francis V.....	Third Year .....	Omaha

\*In Military Service.



Kenny, Francis B.....	Third Year .....	Omaha
King, Stephen.....	Second Year .....	Omaha
Kinsler, Thomas C.....	Fourth Year .....	Omaha
Kirkland, Waldron A.....	First Year .....	Omaha
Kisicki, John.....	Second Year .....	Omaha
Kleyla, Charles J.....	First Year .....	Omaha
Knapp, Harry F.....	First Year .....	Omaha
Koewler, Francis J.....	Fourth Year .....	Omaha
Krajicek, Fred E.....	First Year .....	Omaha
Kranz, Frank G.....	Third Year .....	Omaha
Kruger, Carl F.....	Third Year .....	Omaha
Kuhl, Edmund J.....	Fourth Year .....	Defiance, Iowa
Langfeld, Daniel A.....	Second Year .....	Omaha
Laux, William J.....	First Year .....	Omaha
Leahy, John P.....	First Year .....	Omaha
Lennahan, Francis B.....	First Year .....	Omaha
Lewis, Francis V.....	First Year .....	Ralston
Lichtenberger, Herbert C....	First Year .....	Omaha
Liebentritt, William M....	First Year .....	Omaha
Lieberknecht, Walter G....	Second Year .....	Omaha
Lonergan, Charles A.....	Fourth Year .....	Omaha
Lowry, Robert L.....	Second Year .....	Omaha
Ludington, Clifford H.....	First Year .....	Omaha
Lukegard, Joseph E.....	First Year .....	Council Bluffs, Iowa
Lyons, William F.....	First Year .....	Delmont, South Dakota
McAdams, Edward J.....	Second Year .....	Omaha
McAleer, Elmer C.....	Third Year .....	Monticello, Iowa
McArdle, Eugene B.....	First Year .....	Omaha
McAuliffe, Clarence R.....	First Year .....	Omaha
McCabe, Joseph F.....	Second Year .....	Omaha
McCaffrey, Charles C.....	Fourth Year .....	Omaha
McCarten, John M.....	First Year .....	Omaha
McCarthy, Charles E.....	First Year .....	Omaha
McCarthy, William F.....	Fourth Year .....	Omaha
McDermott, Arnold T.....	Second Year .....	Omaha
McDermott, Paul H.....	Third Year .....	Council Bluffs, Iowa
McGrath, James M.....	Second Year .....	Omaha
McGreevy, Daniel J.....	Fourth Year .....	Anaconda, Montana
McGuigan, John E.....	First Year .....	Omaha
McNeff, William J.....	First Year .....	Chicago, Illinois
Mahoney, Albert D.....	First Year .....	Omaha
Mahoney, Frank J.....	Second Year .....	Omaha
Malone, John J.....	First Year .....	Omaha
Malone, Thomas J.....	First Year .....	Omaha
Maloney, Edward.....	Second Year .....	Omaha
Maloney, Gerald J.....	Third Year .....	Omaha
Maney, James H.....	Second Year .....	Omaha
Manning, John J.....	First Year .....	Beresford, South Dakota
Marsh, George W.....	Fourth Year .....	Council Bluffs, Iowa
Marsh, Milo J.....	First Year .....	Council Bluffs, Iowa
Massey, Paul A.....	Second Year .....	Omaha
Mead, Fred H.....	First Year .....	Omaha

Mehrens, Edward F.....	Fourth Year .....	Omaha
Meile, Herbert H.....	First Year .....	Omaha
Menzies, Arthur J.....	First Year .....	Omaha
Menzies, George T.....	First Year .....	Omaha
Mestecky, Frank J.....	Third Year .....	Omaha
Meyer, Louis J.....	Third Year .....	Burlington, Iowa
Milnamow, J. Wallace.....	Third Year .....	Omaha
Molseed, Merl A.....	First Year ....	Centerville, South Dakota
Montalbano, Anthony.....	Second Year .....	Omaha
Morris, Paul J.....	Third Year .....	Council Bluffs, Iowa
Mulick, George J.....	First Year .....	Omaha
Mullen, Carroll R.....	Third Year .....	Omaha
Murphy, George R.....	Third Year .....	Omaha
Murphy, Lawrence A.....	Second Year .....	Vesta
Murphy, Paul J.....	Third Year .....	Omaha
Murphy, Thomas J.....	First Year .....	Omaha
Murray, Henry T.....	Second Year .....	Omaha
Myers, Lloyd F.....	Special .....	Omaha
Nalty, Raymond .....	Second Year .....	Omaha
Nalty, Richard B.....	Second Year .....	Omaha
Nicholson, Gordon A.....	Fourth Year .....	Omaha
Nolan, William M.....	Fourth Year .....	Marshalltown, Iowa
Norris, Edgar W.....	Third Year .....	Omaha
Norton, John F.....	Special .....	Cleveland, Ohio
Nusrallah, Edward G.....	Second Year .....	Omaha
O'Brien, Donald J.....	Third Year .....	Council Bluffs, Iowa
O'Brien, Richard .....	Second Year .....	Omaha
O'Connell, Roach E.....	First Year .....	Chicago, Illinois
O'Connor, John H.....	Fourth Year .....	Vail, Iowa
O'Connor, John T.....	Second Year .....	Omaha
O'Dea, Leonard P.....	First Year .....	Omaha
O'Flaherty, M. Vincent....	Third Year .....	Dixon
O'Halloran, Harry B.....	First Year .....	Omaha
O'Keefe, Donald A.....	Fourth Year .....	Omaha
O'Keefe, Leo I.....	First Year .....	Omaha
O'Leary, Austin T.....	First Year .....	Omaha
O'Neil, John W.....	First Year .....	Omaha
O'Rourke, Paul V.....	Second Year .....	Omaha
Olson, Harry E.....	Second Year .....	Omaha
Ostronic, Francis J.....	Third Year .....	Omaha
Otte, John B.....	Third Year .....	Imogene, Iowa
Owens, Francis P.....	Second Year .....	Omaha
Parmelee, John C.....	First Year .....	Plattsmouth
Paul, James D.....	First Year .....	Council Bluffs, Iowa
Pawlowski, Edward J.....	Second Year .....	Farwell
Ploke, John F.....	First Year .....	Omaha
Pollard, Jacob E.....	First Year .....	Omaha
Powers, Thomas .....	Fourth Year .....	Ulysses
Primising, Emil H.....	Second Year .....	West Bend, Iowa
Proskocil, Edward J.....	First Year .....	Omaha
Proulx, L. Burton.....	First Year .....	Omaha
Pulte, Earl A.....	Fourth Year .....	Omaha

Quade, Arthur H.....First Year .....Janesville, Minnesota  
 Quinlan, Gerald F.....Second Year .....Omaha  
 Quinn, John F.....Third Year .....Denton

Ramacciotti, Francis.....First Year .....Omaha  
 Ramacciotti, William.....Second Year .....Omaha  
 Redmond, Thomas P.....Second Year .....Omaha  
 Reed, Edward L.....First Year .....Omaha  
 Reed, Raymond R.....First Year .....Waterloo, Iowa  
 Reilly, Brian .....Second Year .....Omaha  
 Reilly, John V.....Fourth Year .....Boone, Iowa  
 Reinhart, Francis J.....Third Year .....Carroll, Iowa  
 Roach, Clarence R.....Second Year .....Omaha  
 Roach, Laverne J.....Third Year .....Omaha  
 Rohlf, Ervin E.....Second Year .....Omaha  
 Rohwer, Roland T.....Fourth Year .....Schleswig, Iowa  
 Ronayne, Timothy A.....Third Year .....Aberdeen, South Dakota  
 Rooney, James W.....Second Year .....Omaha  
 Rosencrans, Julius.....First Year .....Omaha  
 Rossiter, Lawrence J.....Fourth Year .....Omaha  
 Rothenburger, John J.....Third Year .....Creighton  
 Rowland, Thomas A.....Third Year .....Ottumwa, Iowa  
 Runa, Jerome W.....Second Year .....Omaha  
 Russell, Buford J.....First Year .....Omaha  
 Russell, Frank P.....Second Year .....Omaha  
 Russell, Thomas J.....Second Year .....Omaha  
 Ryan, Martin .....First Year .....Omaha  
 Ryberg, Clifford G.....Second Year .....Omaha

Sass, Fred E.....Fourth Year .....Chalco  
 Sass, Henry A.....Fourth Year .....Chalco  
 Scheibel, Raymond P.....First Year .....Omaha  
 Schrimpf, Frederick W....Fourth Year .....Omaha  
 Schwertley, Cyril F.....Second Year .....Modale, Iowa  
 Sgarlato, Vincent .....First Year .....Omaha  
 Shanahan, Daniel L.....Second Year .....Omaha  
 Shea, Burke M.....Fourth Year .....Omaha  
 Sipple, Kenneth A.....First Year .....Omaha  
 Slattery, Eugene M.....Fourth Year .....Omaha  
 Sloup, Wesley F.....Third Year .....Omaha  
 Smith, Basil H.....Third Year .....Omaha  
 Smith, Clarence .....First Year .....Omaha  
 \*Smith, Frank N.....Third Year .....Omaha  
 Smith, James T.....First Year .....Omaha  
 Smith, Rolla A.....First Year .....Omaha  
 Sohm, Herbert A.....Fourth Year .....Quincy, Illinois  
 Spanswick, Henry F.....First Year .....Omaha  
 Spitznagle, Aloysius S....Second Year .....Council Bluffs, Iowa  
 Springer, Clement J.....First Year .....Omaha  
 Sulley, Oda F.....Second Year .....Omaha  
 Sullivan, Eugene F.....First Year .....Omaha  
 Sullivan, Vincent J.....First Year .....Omaha

\*In Military Service.

Terrell, Price.....	Special .....	Omaha
Tharnish, Henry A.....	First Year .....	Omaha
Thomas, Antony.....	First Year .....	Sioux City, Iowa
Thomsen, N. Albert.....	First Year .....	Omaha
Townley, George J.....	First Year .....	Omaha
Traynor, John F.....	First Year .....	Omaha
Van Ackeren, Joseph F.....	First Year .....	Cedar Rapids
Vojir, Joseph A.....	Third Year .....	Omaha
Wachtler, Frederick A.....	Second Year .....	Omaha
Wadsworth, Leo A.....	Second Year .....	Omaha
*Walsh, Edmund R.....	Fourth Year .....	Adair, Iowa
Watterson, Ted C.....	First Year .....	Omaha
Welsh, Claude T.....	Second Year .....	Buck Grove, Iowa
Welsh, Francis C.....	Third Year .....	Omaha
Welsh, P. Edward.....	First Year .....	Omaha
White, Joseph E.....	Second Year .....	Omaha
Williams, Fred R.....	Second Year .....	Omaha
Wilmes, William F.....	Second Year .....	Omaha
Worthing, Joseph A.....	First Year .....	Omaha
Wright, Bernard.....	Second Year .....	Sulphur Springs, Iowa
Yechout, Joseph F.....	Fourth Year .....	Omaha
Yechout, Rudolph .....	Third Year .....	Omaha
Zaporowski, Ladislaus J.....	First Year .....	Omaha
Zeman, Adrian J.....	Second Year .....	Omaha

\*In Military Service.

## UNIVERSITY ENROLLMENT 1917-1918

College of Liberal Arts.....	159
College of Medicine .....	84
College of Law.....	99
College of Dentistry.....	115
College of Pharmacy.....	50
High School .....	320
Summer Session 1917.....	225
Total.....	1052

# Directory

President—Rev. Francis X. McMenamy, S. J., Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College, Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Medicine, Fourteenth and Davenport Streets, Omaha, Neb.

The Dean—Creighton College of Law, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Dentistry, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Pharmacy, 1410 Davenport Street, Omaha, Neb.

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